



AGENDA

STATE BOARD OF EDUCATION

July 10, 2015

Arkansas Department of Education

ADE Auditorium

9:00 AM

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Reports

Report-1 Chair's Report

Presenter: Toyce Newton

Report-2 Commissioner's Report

Presenter: Commissioner Johnny Key

Report-3 Learning Services Report

The Learning Services Report is provided to keep the State Board informed of Common Core activities.

Presenter: Dr. Debbie Jones

Report-4 My Child/My Student Report

The ADE Communications Unit provides a quarterly report of the My Child/My Student communications.

The latest items are posted on the ADE website

at <http://www.arkansased.gov/divisions/communications/my-childmy-student>.

Presenter: Kimberly Friedman, Communications Director

**State Board of Education
Learning Services Update
July 2015**

Curriculum & Instruction

Dyslexia

ACT 1268 revised the previous legislation on dyslexia for Arkansas schools. The updated legislation requires that a committee of ten, representing several organizations with dyslexia professionals from the field, revise and maintain the Dyslexia Resource Guide. The committee has been appointed by the Commissioner of Education and met in June to begin its work on the resource guide. In addition to the guide, the Curriculum and Instruction unit will host a webinar for schools on May 27th to clarify changes in the law for the 2015-2016 school year. The new legislation allows for schools to use a dyslexia interventionist to provide intervention to students identified with characteristics of dyslexia. A dyslexia interventionist, as defined in the law, is a school district or public school employee trained in a dyslexia program. Personnel included in this definition of an interventionist are dyslexia therapists, dyslexia specialists, reading interventionists, certified teachers, or tutors and paraprofessionals working under the supervision of a certified teacher.

Schools are also required to have a dyslexia program to use with students who have been identified as having dyslexia characteristics. A dyslexia program as outlined in ACT 1268 means explicit, direct instruction that is:

- Systematic, sequential, and cumulative and follows a logical plan of presenting the alphabetic principle that targets specific needs of the student without presuming prior skills or knowledge of the student;
- Multisensory and research-based;
- Delivered with fidelity;
- Offered in a small group setting to teach students the components of reading, including without limitation:
 - (i) Phonemic awareness to enable a student to detect, segment, blend, and manipulate sounds in spoken language
 - (ii) Graphophonemic knowledge for teaching the letter-sound plan of English;
 - (iii) Structure of the English language that includes morphology, semantics, syntax, and pragmatics;
 - (iv) Linguistic instruction directed toward proficiency and fluency with the patterns of language so that words and proficiency and fluency with the patterns of language so that words and sentences are carriers of meaning; and
 - (v) Strategies that students use for decoding, encoding, word recognition, fluency, and comprehension;

Several schools, educational cooperatives, and organizations worked with Senator Elliott to revise the legislation to allow more flexibility within the law.

Response to Intervention (RTI)

The Arkansas Department of Education recognizes that early identification of barriers preventing students from mastering basic skills is critical to the future success of children. Thus, ADE supports the implementation of an effective Response to Intervention System (RTI). As a result of the Elementary and Secondary Education Act (ESEA) and the Dyslexia legislation in Arkansas, Learning Services has a renewed commitment to informing Arkansas educators about the RTI process and research-based interventions to break the barriers that prevent Arkansas students from reaching their potential success.

According to the National Center on RTI (2010), the critical components of a research-based RTI system are as follows:

- Data-based decision making
- Screening
- Progress monitoring
- Multi-level prevention system

RTI infuses these components through a multi-tiered systematic framework that is designed to provide effective instruction, screening, progress monitoring and providing research-based interventions when necessary. Ideally, this framework of actions is implemented to prevent students from requiring special education services when possible. The RTI system should include three levels of prevention:

- **Tier I: Primary prevention** involves the delivery of high-quality core instruction that meets the needs of most students in the class.
- **Tier II: Secondary prevention** involves the delivery of research-based intervention(s) of moderate intensity to address the learning or behavioral challenges of most at-risk students in the class.
- **Tier III: Tertiary prevention** involves the delivery of individualized intervention(s) of increased intensity for students who show minimal response to secondary prevention.

Arkansas' implementation of an effective RTI framework is designed to intervene early and often for those students experiencing reading and mathematics difficulties. Implementing this model with fidelity at the school and classroom level will allow teachers and administrators to have confidence that every child has the opportunity to achieve success.

The Curriculum and Instruction unit partnered with Academic Institutes of Research (AIR), AETN, and specialists from Arkansas Educational Cooperatives to create a series of professional development modules that will guide the establishment or improvement of RTI systems in Arkansas Schools. These modules are developed to be used in a blended mode of professional development through education cooperatives, AETN, or embedded professional development within the school. The modules feature effective RTI in Arkansas, short interactive sessions and a facilitator's guide for ease of use in the school setting. Three modules will be finalized and released by August 2015:

1. RTI Arkansas Overview

2. RTI Arkansas Leadership
3. RTI Arkansas Multi-tiered System of Support/Handbook

College and Career Readiness Planning Program

The CCRPP established by Arkansas Code 6-16-601 allows school districts and higher education institutions who partner with schools to provide a program of study designed to improve student ACT scores. The following schools submitted programs that were approved by a CCRPP committee:

Fort Smith Public Schools	\$311,455.60
UALR	\$72,000
Fayetteville Public Schools	\$72,463.98
Southwest Arkansas Prep	\$259,200
Magnolia School District	\$18,000
West Memphis School District	\$109,775
ASU-Newport	\$50,400
Little Rock School District	\$118,102.50
SAU-Tech	\$55,376
Arkansas Northeastern	\$129,600

Programs were evaluated based on the quality of their application, the past success of their program, and their adherence to the Rules Governing College and Career Readiness Planning Programs. Financial awards were determined based on past performance and efficiency of programs previously awarded.

ADE Guidance and School Counseling

AASCD Conference

The ADE Guidance and School Counseling unit presented a session at the AASCD 2015 Conference on the American School Counselor Association (ASCA) Model. This model defines the components of a comprehensive school counseling program and correlates with the Public School Student Services Act, TESS, and RTI. Many Arkansas school counselors use this model to support their programs.

Arkansas School Counseling Association (ARSCA) and ADE Summer Conference

The ARSCA/ADE conference will be held at the Hot Springs Convention Center in July. Our focus this year has been on increasing the number of presentations for school counselors on technology and College and Career Readiness. To make this happen, the Guidance and School Counseling Unit has worked with the Department of Career Education, the Department of Higher Education, the Department of Education and local educators to provide sessions on career action planning, Arkansas Career Pathways, concurrent credit, apprenticeships, financial aid, using technology including Google in school counseling, legislative updates and many more.

School Health

Act 1220 of 2003 established a child health advisory committee charged with coordinating statewide efforts to combat childhood obesity and related illnesses in order to improve the health of the next generation of Arkansans. Linked is the 2015 Child Health report that is submitted to the legislature.

<https://drive.google.com/file/d/0B4cBgibWywNRQXB0b204OXo0RWc/view?usp=sharing>

ACT 952 of 2015 requires that a unit on dating violence be taught annually as a component of a health course offered in grades 7-12. Resources have been shared with health teachers at the 2015 School Health Conference by the Arkansas Coalition Against Domestic Violence and additional teacher resources are posted on the ADE website:

http://www.arkansased.gov/public/userfiles/Learning_Services/School_Health_Services/Dating_Violence_Resources_2015.pdf

The resources, which share the basics of dating abuse including red flags, understanding the cycle of abuse and information for effective and efficient interventions, will assist teachers in developing a dating violence unit to meet the requirements of this statute.

The Tobacco Prevention and Cessation Program Director at the Arkansas Department of Health has submitted the following report to the board to update the SBE on tobacco policy changes for schools and provide the most relevant information regarding tobacco and Arkansas youth.

Report to the Arkansas State Board

The Problem:

- 68,700 youth age 17 and under who are alive today in Arkansas are projected to die as adults from a smoking related illness or disease
- In 2013, smoking prevalence among Arkansas high school students was 19.1% our goal is to be under the national average of 15.7%
- In 2013, 24.2% of Arkansas high school males used smokeless tobacco; our goal is to reach the national average of 14.7%.
- In 2013, more than a quarter million middle and high school students in the United States who never smoked regular cigarettes had used e-cigarettes... three (3) times as many as 2011.
- Currently, there is little to no government oversight of e-cigarettes – either with regard to manufacturing, product safety standards, or advertising and marketing.

The Solution:

- Act 1099 of 2013, prohibits the use of e-cigarettes on public school property. That includes the campus, school buses and school sanctioned events. This act requires all schools to place signage on all school property including school buses.
- Schools are in a uniquely powerful position to play a major role in reducing the serious problem of smoking and other tobacco use by kids. To achieve this, comprehensive approach should be taken which includes adoption of tobacco/nicotine-free campuses; prohibition against students using tobacco-related gear or paraphernalia and tobacco industry sponsorship, marketing or giveaways; offering of tobacco prevention and cessation curriculum for students in lieu of school suspension, and promotion of tobacco cessation programs to staff/faculty.

- Currently, there are six school districts with a comprehensive school policy (6 out of 257): El Dorado School District, Hot Springs School District, Hamburg School District, Lincoln School District, Vilonia School District, and Yellville-Summit School District.

What are we doing?

- The Arkansas Children's Hospital offers free prevention curriculum through Healthteacher.com and GoNoddle. These online curriculums offer education tools such as lessons, presentation and other resources to help teachers integrate health into any classroom.
- TPCP funds the Arkansas Tobacco Quitline, a cessation program for adults and youth ages 13-17. Adults receive counseling and free medication, while youth receive counseling.
- TPCP funds CHPS and CHNS to serve our public schools throughout the state.
- TPCP recently produced *Bitter Truth, Sweet Lies* a countermarketing video to educate Arkansans about the "bitter truth" behind the tobacco industry's "sweet lies":
<https://www.youtube.com/watch?v=AjeNgLXNUqU>
- TPCP funds Project Prevent efforts which include My Reason to Write and Big Pitch.

What can you do?

- Our schools can have an enormous impact on the current and future health and well-being of Arkansans, the Board of Education is at a unique position to ensure public schools are implementing comprehensive tobacco-free school policies.
- Ensure our public schools participate in APNA equally in all grades (6, 8, 10, and 12) to help TPCP direct resources.

My Child/My Student Report

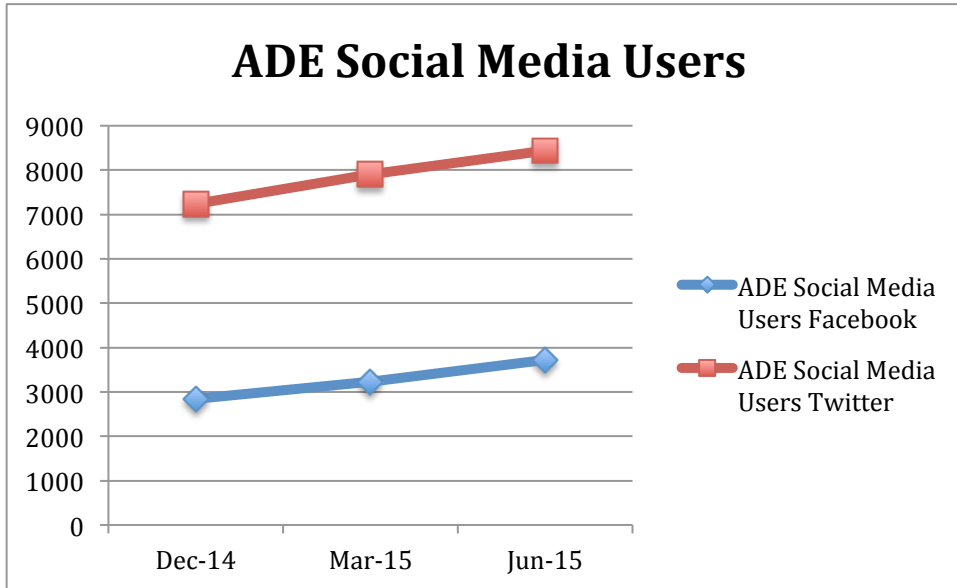
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The Arkansas Department of Education continues to promote the My Child/My Student public awareness campaign. The campaign was launched in August 2014 as an initiative of the ADE, the State Board of Education, and educational advocacy organizations.

Since the last report in April 2015, the following has occurred.

- The ADE Communications Team posted 19 My Child/My Student messages (in English and Spanish) via Facebook and Twitter in April and May. The 2014-2015 campaign concluded in May to coincide with the end of the school year. The 2015-2016 campaign will begin in August. Social media posts also are available on the ADE website at <http://www.arkansased.org/divisions/communications/my-childmy-student>.
- The ADE Communications Team tied the Month of the Military Child campaign in April to the My Child campaign and posted messages on ADE's social media.
- Deb Roush, the director of communications at the Pulaski County Special School District, designated every Monday in May as My Child Monday in May. Roush posted a My Child message on PCSDD's social media (Facebook, Twitter, and Instagram) each Monday and promoted a photo of the week on the district's website.
- The Communications Team also posted monthly parent and teacher newsletters, which are available at <http://www.arkansased.org/divisions/communications/my-childmy-student>. These newsletters coincided with the My Child/My Student 2014-2015 campaign, which ended in May.
- Ms. Ouida Newton, the 2015 Arkansas Teacher of the Year, continued to share ADE's Facebook and Twitter messages on her social media sites and received positive feedback from parents and teachers.
- Fayetteville Public Schools and the Arkansas Campaign for Grade-Level Reading shared My Child/My Student messages on social media.

Social Media Data (*numbers as of June 25, 2015*)



Planned Outreach Activities

- The My Child/My Student campaign will resume in August for the 2015-2016 school year. The first topics will focus on back to school, attendance, and school bus safety.

Submitted By Kimberly Friedman, ADE Director of Communications